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U.S. DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION  
GOALS 2000 AND TECHNOLOGY LITERACY CHALLENGE FUND  
WASHINGTON, DC 20202-6400

FISCAL YEAR 1999 GRANT APPLICATION

**FOR THE**  
**PARENTAL ASSISTANCE PROGRAM**  
**CFDA NUMBER: 84.310A**

FORM APPROVED  
OMB No. 1810-0578, Expiration Date: 3/31/2002

DATED MATERIALS – OPEN IMMEDIATELY

**CLOSING DATE: APRIL 30, 1999**

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DEPARTMENT OF EDUCATION

(CFDA No.: 84.310A)

Parental Assistance Program

Notice inviting applications for new awards for fiscal year (FY) 1999.

NOTE TO APPLICANTS: This notice is a complete application package. Together with the statute authorizing the program and the Education Department General Administrative Regulations (EDGAR), the notice contains all of the information, application forms, and instructions needed to apply for a grant under this competition.

PURPOSE OF PROGRAM: To assist nonprofit organizations, and nonprofit organizations in consortia with local educational agencies (LEAs), in establishing parental information and resource centers that would (1) increase parents' knowledge of and confidence in child-rearing activities, such as teaching and nurturing their young children; (2) strengthen partnerships between parents and professionals in meeting the educational needs of children aged birth through five years and the working relationship between home and school; and (3) enhance the developmental progress of the children assisted under the program.

ELIGIBLE APPLICANTS: Nonprofit organizations, and nonprofit organizations in consortia with LEAs, in the following

jurisdictions are eligible to apply for funding: California, Colorado, the District of Columbia, Florida, Georgia, Hawaii, Iowa, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nevada, New Hampshire, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, South Dakota, Tennessee, Texas, Vermont, Washington, and Wisconsin.

The statute requires the Secretary to ensure that grants are distributed, to the greatest extent possible, to all geographic regions of the United States. Consistent with this statutory requirement, this competition is for eligible applicants in the District of Columbia and the States identified in the preceding paragraph. Grantees in the other States, the Commonwealth of Puerto Rico, and the outlying areas are eligible for continuation awards.

An LEA, by itself, is not eligible for an award. However, an LEA may be part of a consortium with a nonprofit organization that applies. In those instances, the award would be made to the nonprofit organization, which would serve as the fiscal agent.

For purposes of this competition, nonprofit organizations do not include institutions of higher education, State educational agencies, LEAs, intermediate school districts, government entities, or hospitals.

DEADLINE FOR TRANSMITTAL OF APPLICATIONS: (Insert 30 days after Date of publication in the **FEDERAL REGISTER**).

DEADLINE FOR INTERGOVERNMENTAL REVIEW: (Insert 30 days after date

of publication in the **FEDERAL REGISTER.**)

AVAILABLE FUNDS: \$18,000,000

ESTIMATED RANGE OF AWARDS: \$200,000 to \$750,000.

(NOTE: Due to anticipated variances in the scope of proposed activities and the number of program beneficiaries, the estimated range is very broad.)

ESTIMATED NUMBER of AWARDS: 28.

NOTE: These estimates are projections for the guidance of potential applicants. The Department of Education is not bound by any estimates in this notice.

PROJECT PERIOD: Up to 48 months.

APPLICABLE REGULATIONS: The Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 74, 75, 77, 79, 81, 82, and 85.

NOTE: The regulations in 34 CFR Part 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments) apply to an LEA that is part of a consortium receiving assistance.

DESCRIPTION OF PROGRAM: Under the Parental Assistance Program, authorized by Title IV of the Goals 2000: Educate America Act (Pub. L. 103-227) (20 U.S.C. 5801 et seq.) (the Act), grants are awarded to nonprofit organizations (and nonprofit organizations in consortia with LEAs) to establish and fund parent information and resource centers that provide training, information, and support to (a) parents of children aged birth through five years;

(b) parents of children enrolled in elementary and secondary schools; and (c) individuals who work with these parents.

Organizations seeking funding must have the capacity to deliver services of sufficient size, scope, and quality to reach substantial numbers of children and families from diverse populations throughout the State, with a particular focus on parents who are educationally and economically disadvantaged. In providing these services, the organizations must network with clearinghouses, parent centers served under the Individuals with Disabilities Act, parent groups, other organizations and agencies, and parents of elementary and secondary school children.

Using research-based practices and technological advances, the organizations should provide a mix of direct training services and statewide information and support services to address the needs of the targeted populations. Entities with established statewide organizational structures and proven effectiveness may be more likely to successfully address these needs.

Applicants should be aware that section 1118(g) of the Elementary and Secondary Education Act, as amended by the Improving America's Schools Act of 1994, requires schools and districts receiving Title I funds to assist parents and parent organizations by informing them of the existence and purpose of

the parent information and resource center in their State, providing them with a description of the services and programs provided by the center, advising parents on how to use the center, and helping them contact the center. Consequently, applicants should be prepared to address the demand for their services created by this requirement.

USE OF FUNDS: Grant funds received under this program may be used --

(a) For parent training, information, and support programs that assist parents to--

(1) Better understand their children's educational needs;

(2) Provide follow-up support for their children's educational achievement;

(3) Communicate more effectively with teachers, counselors, administrators, and other professional educators and support staff;

(4) Participate in the design and provision of assistance to students who are not making adequate educational progress;

(5) Obtain information about the range of options, programs, services, and resources available at the national, State, and local levels to assist parents of children aged birth through five years and parents of children in elementary and secondary schools;

(6) Seek technical assistance regarding compliance with the requirements of title IV and of other Federal programs relevant

to achieving the National Education Goals;

(7) Participate in State and local decisionmaking;

(8) Train other parents; and

(9) Plan, implement, and fund activities that coordinate the education of their children with other Federal programs that serve their children or their families; and

(b) To include State or local educational personnel where such participation will further the activities assisted under the grant.

PROGRAM REQUIREMENTS: Each grantee must --

(a)(1) Be governed by a board of directors the membership of which includes parents; or

(2) Be an organization that represents the interests of parents;

(b) Establish a special advisory committee the membership of which includes--

(1) Parents of children aged birth through five years and parents of children enrolled in elementary and secondary schools; and

(2) Representatives of educational professionals with expertise in improving services for disadvantaged children; and

(3) A broad representation of minority, low-income, and other individuals and groups that have an interest in compensatory education and family literacy;

(c) Use at least one-half the funds provided in the grant in



each fiscal year to serve areas with high concentrations of low-income families in order to serve parents who are severely educationally or economically disadvantaged;

(d) Operate a center of sufficient size, scope, and quality to ensure that the center is adequate to serve the parents in the area;

(e) Serve both urban and rural areas;

(f) Design a center that meets the unique training, information, and support needs of parents of children aged birth through five years and of parents of children enrolled in elementary and secondary schools, particularly parents who are economically or educationally disadvantaged;

(g) Demonstrate the capacity and expertise to conduct the effective training information and support activities for which assistance is sought;

(h) Network with--

(1) Clearinghouses;

(2) Parent centers for the parents of infants, toddlers, children, and youth with disabilities served under section 631(e) of the Individuals with Disabilities Act;

(3) Other organizations and agencies;

(4) Established national, State, and local parent groups representing the full range of parents of children aged birth through five years; and

(5) Parents of children enrolled in elementary and secondary

schools;

(i) Focus on serving parents of children aged birth through five years and parents of children enrolled in elementary and secondary schools, who are parents of low-income, minority, and limited English proficient children; and

(j) Use part of the funds received under this program to establish, expand, or operate Parents as Teachers (PAT) programs or Home Instruction Programs for Preschool Youngsters (HIPPY) programs, as defined in section 405 of the Act.

The statute does not require a specific amount or percentage of funds to be spent on PAT or HIPPY programs. However, the PAT and HIPPY programs, like the other components of the center, should be integrated with the center's overall activities. On an average, grantees have used approximately one-third of their grant to support PAT and/or HIPPY programs. (A brief description of the PAT and HIPPY programs may be found in the appendix.)

To be eligible for funding, an applicant must meet each of the statutory requirements referenced above. Each application for assistance must include assurances that the grantee will comply with these requirements.

NON-FEDERAL CONTRIBUTION: To be eligible for a continuation award, in each fiscal year after the first fiscal year a grantee receives assistance under this program, the grantee must demonstrate that a portion of the services provided by the grantee will be supported through non-Federal contributions.

Those contributions may be in cash or in kind.

SELECTION CRITERIA:

The Secretary will use the following selection criteria and factors from 34 CFR 75.210 to evaluate applications under this competition.

The maximum score for all of these criteria is 100 points. The maximum score for each criterion is indicated in parenthesis with the criterion. The criteria and factors are as follows:

(a) Need for project. (20 points) (1) The Secretary considers the need for the proposed project.

(2) In determining the need for the proposed project, the Secretary considers the following factors:

(i) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

(ii) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

(b) Quality of the project design. (22 points) (1) The Secretary considers the quality of the design of the proposed project.

(2) In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(ii) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs,

(iii) The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements.

(iv) The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, state, and federal resources.

(c) Quality of project services. (20 points) (1) The Secretary considers the quality of the services to be provided by the proposed project.

(2) In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factors:

(i) The extent to which services to be provided by the

proposed project reflect up-to-date knowledge from research and effective practice.

(ii) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.

(iii) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

(iv) The extent to which the technical assistance services to be provided by the proposed project involve the use of efficient strategies, including the use of technology, as appropriate, and the leveraging of non-project resources.

(v) The extent to which the services to be provided by the proposed project are focused on those with greatest needs.

(d) Quality of project personnel. (9 points) (1) The Secretary considers the quality of the personnel who will carry out the proposed project.

(2) In determining the quality of the project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factors:

(i) The qualifications, including relevant training and experience, of the project director.

(ii) The qualifications, including relevant training and experience, of key project personnel.

(iii) The qualifications, including relevant training and experience, of project consultants or subcontractors.

(e) Adequacy of resources. (7 points) (1) The Secretary considers the adequacy of resources for the proposed project.

(2) In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

(ii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(iii) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of federal funding.

(f) Quality of the project evaluation. (22 points) (1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.

(2) In determining the quality of the evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and

outcomes of the proposed project.

(ii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(iii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(NOTE: In designing their evaluation plans, applicants are encouraged to consider the sample performance measures included in the Appendix.)

INTERGOVERNMENTAL REVIEW OF FEDERAL PROGRAMS:

This program is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79.

The objective of the Executive order is to foster an intergovernmental partnership and to strengthen federalism by relying on State and local processes for State and local government coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. If you want to know the name and address of any State Single Point of Contact, see the list published in the **Federal Register** on November 3, 1998 (63 FR 59452 through 54455).

In States that have not established a process or chosen a program for review, State, area-wide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, area-wide, regional, and local entities must be mailed or hand-delivered by the date indicated in this notice to the following address: The Secretary, E.O. 12372--CFDA# 84.310A, U.S. Department of Education, Room 7E200, 400 Maryland Avenue, SW, Washington, D.C. 20202-0125.



Proof of mailing will be determined on the same basis as applications (see 34 CFR 75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, D.C. time) on the date indicated in this notice.

PLEASE NOTE THAT THE ABOVE ADDRESS IS NOT THE SAME ADDRESS AS THE ONE TO WHICH THE APPLICANT SUBMITS ITS COMPLETED APPLICATION. DO NOT SEND APPLICATIONS TO THE ABOVE ADDRESS.

INSTRUCTIONS FOR TRANSMITTAL OF APPLICATIONS:

(a) If an applicant wants to apply for a grant, the applicant shall--

(1) Mail the original and two copies of the application on or before the deadline date to:

U. S. Department of Education  
Application Control Center  
Attention: (CFDA # 84.310A)  
Washington, D.C. 20202-4725

or

(2) Hand deliver the original and two copies of the application by 4:30 p.m. (Washington, D.C. time) on the deadline date to:

U.S. Department of Education  
Application Control Center  
Attention: (CFDA # 84.310A)  
Room #3633  
Regional Office Building #3  
7th and D Streets, SW  
Washington, DC

(b) An applicant must show one of the following as proof of mailing:

(1) A legibly dated U.S. Postal Service postmark.

(2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.

(3) A dated shipping label, invoice, or receipt from a commercial carrier.

(4) Any other proof of mailing acceptable to the Secretary.

(c) If an application is mailed through the U.S. Postal Service, the Secretary does not accept either of the following as proof of mailing:

(1) A private metered postmark.

(2) A mail receipt that is not dated by the U.S. Postal Service.

NOTES: (1) The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

(2) The Application Control Center will mail a Grant Application Receipt Acknowledgment to each applicant. If an applicant fails to receive the notification of application receipt within 15 days from the date of mailing the application, the applicant should call the U.S. Department of Education Application Control Center at (202) 708-9494.

(3) The applicant must indicate on the envelope and--if not provided by the Department--in Item 3 of the Application for Federal Assistance (Standard Form 424) the CFDA number--and

suffix letter, if any--of the competition under which the application is being submitted.

#### APPLICATION INSTRUCTIONS AND FORMS:

The appendix to this application is divided into three parts plus a statement regarding estimated public reporting burden and various assurances and certifications. These parts and additional materials are organized in the same manner that the submitted application should be organized. The parts and additional materials are as follows:

Part I: Application for Federal Assistance (Standard Form 424 (Rev. 12/98)) and instructions.

PART II: Budget Information--Non-Construction Programs (ED Form 524) and instructions.

PART III: Application Narrative.

#### ADDITIONAL MATERIALS:

Estimated Public Reporting Burden.

Assurances--Non-Construction Programs (Standard Form 424B).

Certifications regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements (ED 80-0013-6190).

Certification regarding Debarment, Suspension,

Ineligibility and Voluntary Exclusion: Lower Tier Covered Transactions (ED 80-0014, 9/90) and instructions. (NOTE: ED 80-0014 is intended for the use of grantees and should not be transmitted to the Department.)

Disclosure of Lobbying Activities (Standard Form LLL) (if applicable) and instructions.

An applicant may submit information on a Photostatted copy of the application and budget forms, the assurances, and the certifications. However, the application form, the assurances, and the certifications must each have an original signature. No grant may be awarded unless a completed application form has been received.

FOR FURTHER INFORMATION CONTACT: Daisy Greenfield, U.S.

Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-6400. Telephone: (202) 401-0039.

Individuals who use a telecommunication devise for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339 between 8 a.m. and 8 p.m., Eastern time, Monday through Friday. Individuals with disabilities may obtain this document in an alternate format (e.g. Braille, large print, audiotape, or computer diskette) on request to the contact person listed in the preceding paragraph. Please note, however, that the Department is not able to reproduce in an alternate format the standard forms included in the notice.

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To use the pdf you must have the Adobe Acrobat Reader program with Search, which is available free at either of the preceding sites. If you have questions about using the pdf, call the U.S. Government Printing Office toll free at 1-888-293-6498.

Anyone may also view these documents in text copy only on an electronic bulletin board of the Department. Telephone: (202) 219-1511 or, toll free, 1-800-222-4922. The documents are located under Option G-Files/Announcements, Bulletins and Press Releases.

Note: The official version of this document is the document published in the **Federal Register**.

PROGRAM AUTHORITY: 20 U.S.C. 5911 et seq.

Dated: March 31, 1994

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Judith A. Johnson  
Acting Assistant Secretary  
Elementary and Secondary Education.

## INSTRUCTIONS FOR APPLICATION NARRATIVE:

Before preparing the Application Narrative an applicant should read carefully the authorizing statute and the information in this notice, including the selection criteria the Secretary uses to evaluate applications.

The narrative should encompass each function or activity for which funds are being requested and should--

1. Begin with an Abstract; that is, a summary of the proposed project;
2. Describe the proposed project in light of each of the selection criteria in the order in which the criteria are listed in this application package; and
3. Include any other pertinent information that might assist the Secretary in reviewing the application.

The Secretary strongly requests the applicant to limit the Application Narrative to no more than 20 double-spaced, typed pages (on one side only), although the Secretary will consider applications of greater length. The Department has found that successful applications for similar programs generally meet this page limit.

## ESTIMATED PUBLIC REPORTING BURDEN

The time required to complete this collection of information is estimated to average 48 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the collection of information. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this collection of information is 1810-0578. Expiration date: March 31, 2002.

If you have any comments or concerns regarding the status of your individual submission of this form, write directly to: Daisy Greenfield, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.



## **APPENDIX**

## Descriptions of the Parents As Teachers (PAT) and the Home Instructional Program for Preschool Youngsters (HIPPY)

### **PARENTS AS TEACHERS (PAT)**

Parents as Teachers (PAT) is an early childhood parent education and family support program designed to empower all parents to give their child the best possible start in life. The program provides parents with information on child development from birth to age 5 and suggests learning opportunities that encourage the development of language, intellect, and physical and social skills. PAT National is located in Missouri and since 1985 has served more than a half million Missouri families. The program has also been replicated in 43 other states, Washington, DC, Australia, England, New Zealand and the West Indies.

Major components of the program include personalized home visits by certified parent educators, group meetings for parents to share information, developmental and health screenings, referrals to other community services not offered by PAT, and administrative and clerical support. Programs may be designed to provide weekly, biweekly or monthly home visits. The parent educator would invest approximately 1073 hours making home visits, planning and keeping records, traveling, conducting group meetings, etc. to provide a year-round (1 month start-up, 11 month service delivery) program for 30 families (including additional visits for selected families).

For additional information call (314) 432-4330, write to Parents as Teachers National Center, Inc., 10176 Corporate Square Drive, Suite 230, St. Louis, Missouri 63132, or visit the web site at [www.patn.org](http://www.patn.org).

### **Home Instruction Program for Preschool Youngsters**

The Home Instruction Program for Preschool Youngsters (HIPPY) is a home-based, early intervention program that provides parents with the training and materials to engage in daily learning experiences with their preschoolers, ages three, four and five. HIPPY, USA is located, in New York City and is the national network, technical assistance, and training program that supports the growth and development of new sites, as well as the current 121 local organizations serving over 15,000 families in 28 States, the District of Columbia and Guam.

Major components of the program include paraprofessional home visits, group meetings for parents to share information, training, curriculum, research evaluation and technical assistance.

Paraprofessional home visitors train parents to use developmentally appropriate and culturally sensitive HIPPY materials as the basis of these opportunities for learning and time together as a family. Programs may be designed to provide weekly or biweekly home visits, and biweekly or monthly group meetings. A paraprofessional working 20 hours per week could serve 12-15 families, making home visits, conducting group meetings, traveling, completing weekly reports, etc. A program coordinator would be responsible for administering the HIPPY program, supervising and monitoring the paraprofessionals, and record keeping. For additional information, please call (212) 532-7730, write to HIPPY USA, 220 East 23<sup>rd</sup> Street, Suite 300, New York, New York 10010, or visit the web site at [www.c3pg.com](http://www.c3pg.com).

## PERFORMANCE MEASURES

### **Parental Information and Resources Centers (PIRCs)**

The Government Performance and Results Act (GPRA) of 1993 places new management expectations and requirements on Federal departments and agencies by creating a framework for more effective planning, budgeting, program evaluation, and fiscal accountability for Federal programs. The intent of the Act is to improve public confidence by holding departments and agencies accountable for achieving program results. Departments must set program goals and objectives and measure and report on their achievements. One important source of program information on successes and lessons learned is the project evaluation and other information collected under individual grants.

In addition, the U.S. Department of Education is committed to forging a new partnership with grantees that is focused on results. The Department is required to publish performance standards and measures as a part of the program announcement to enable applicants to develop applications that incorporate such standards. After the competition for awards is completed, the Department will work cooperatively with grantees to develop performance agreements that include the performance standards to measure progress toward meeting project objectives. These performance agreements will be developed within 60 days after grants are awarded.

The Department has identified four performance objectives for the Parental Assistance Program: 1) to increase the number and types of partnerships between parents and schools, 2) to increase parents' awareness of education issues, 3) to establish, expand or operate Parents As Teachers (PAT) and/or Home Instruction Programs for Preschool Youngsters (HIPPY), and 4) to develop and sustain partnerships/networks with other organizations, agencies, and parent centers. These performance objectives and others that are directly related to the purposes of the authorizing legislation shall form the basis of the performance agreement that all discretionary grantees will develop in cooperation with the Department.

To assist applicants in understanding how a performance agreement might be developed, we are providing a sample template (see Table 1). The sample identifies the key components of a performance plan (objectives, indicators, baseline data, desired outcomes, and source, periodicity, next update of data) and an example of each component. Applicants may incorporate all or parts of the examples on the sample template along with additional objectives in their application; applicants may also use another similar format. It is important, however, that all applications are not only developed to achieve successful project outcomes, but that

they also include a process to measure progress towards attaining those outcomes.

The performance agreements will be used during the life of the grant to ensure that project outcomes are achieved. Progress will be assessed via regularly scheduled communication, which may include telephone calls, letters, and site visits, between Department staff and the project director. Where sufficient progress is not being achieved, the Department and the grantee will work together to identify strategies and resources to overcome challenges and resolve problems. When necessary, the Department and the grantee may modify the performance agreements.

**SAMPLE TEMPLATE PERFORMANCE AGREEMENT  
PARENTAL INFORMATION AND RESOURCE ASSISTANCE CENTERS (PIRCS)**

**Program Purpose:** To assist nonprofit organizations and nonprofit organizations in consortia with local education agencies in establishing parental information and resource assistance centers to increase knowledge of and confidence in child-rearing activities, and strengthen partnerships between parents and professionals in meeting the educational needs of children, the working relationship between home and school; and enhancing the developmental progress of the children assisted under the program.

| <b><u>Objective</u></b><br>(EXAMPLES:)   | <b><u>Performance Indicators</u></b><br>(EXAMPLES:)  | <b><u>Baseline Data</u></b><br>(EXAMPLES:)   | <b><u>Desired Outcome</u></b><br>(EXAMPLES:)   | <b><u>Data Source, Periodicity, Next Update</u></b><br>(EXAMPLES:)  |
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| 1. To increase the number and types of partnerships between parents and schools. | <p>1.1 Parents and school personnel, particularly those in Title I schools, will report greater levels of parent involvement in their child's school and learning after receiving services through the PIRC.</p> <p>1.2 PIRCS will provide information and support to schools to develop strategies to encourage ongoing parental involvement in school activities (e.g. working with children at home on homework and reading, making parent aware of chances to volunteer at school).</p> <p>1.3 Other</p> | <p>1.1 In year 1999, 50% of parents and school personnel, particularly those in Title I schools reported greater levels of parental involvement in their child's school and learning after receiving services through the PIRC.</p> <p>1.2 Descriptive information of parental involvement strategies used in a sampling of schools.</p> | <p>1.1 In year 2000, 80% of parents and school personnel, particularly those in Title I schools, reported greater levels of parental involvement in their child's school and learning after receiving services through the PIRC.</p> <p>1.2 Descriptive information of changes in parental involvement in a sampling of schools.</p> | <p>1.1 Survey of Parents and School Personnel, 1999, 2000</p> <p>1.2 Anecdotal information, informal case studies of a sampling of schools,</p> |

| <b><u>Objective</u></b><br>(EXAMPLES:)  | <b><u>Performance Indicators</u></b><br>(EXAMPLES:)   | <b><u>Baseline Data</u></b><br>(EXAMPLES:)   | <b><u>Desired Outcome</u></b><br>(EXAMPLES:)  | <b><u>Data Source, Periodicity, Next Update</u></b><br>(EXAMPLES:)  |
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| 2. To increase parents' awareness of education issues.  | <p>2.1 Parents that the PIRC serve will report that they are more knowledgeable about education issues after receiving information and services through the PIRC.</p> <p>2.2 There will be an increase in the number of parents receiving information about how to help their child succeed in school.</p> <p>2.3 Other</p> | <p>2.1 In 1999, 50% of parents served reported that they are knowledgeable about education issues.</p> <p>2.2 In 1998, 50,000 parents received materials and information that informed them of education issues via the PIRC.</p>      | <p>2.1 In 2000, 85% of parents served will report that they are knowledgeable about education issues after receiving information and services through the PIRC.</p> <p>2.2 In 1999, 75,000 parents will receive materials and information regarding education via the PIRC.</p> | <p>2.1 Customer survey, 1999, Workshop pre and post test measures of parents' knowledge</p> <p>2.2 Web site hits, toll free number, mailing lists</p> |
| 3. To establish, expand or operate Parents As Teachers (PAT) and Home Instructional Programs for Preschool Youngsters (HIPPY) services. | <p>3.1 The number of families participating in PAT / HIPPY will increase.</p> <p>3.2 The number of parents that can demonstrate developmentally appropriate parenting behavior as defined by PAT/HIPPY will increase.</p> <p>3.3 Other</p>  | <p>3.1 In 1998, 150 families in the states participated in PAT/ HIPPY programs.</p> <p>3.2 In 1999, PAT/HIPPY parent educators will observe and document 150 parents demonstrating developmentally appropriate parenting behavior.</p> | <p>3.1 In 2000, 200 families in the state participated in PAT/ HIPPY programs.</p> <p>3.2 In 2000, PAT/HIPPY parent educators will observe and document 200 parents demonstrating developmentally appropriate parenting behavior.</p>   | <p>3.1 Parent educator logs PAT/ HIPPY</p> <p>3.2 Observation records of PAT/ HIPPY parent educators</p>  |

| <b><u>Objective</u></b><br>(EXAMPLES:)   | <b><u>Performance Indicators</u></b><br>(EXAMPLES:)   | <b><u>Baseline Data</u></b><br>(EXAMPLES:)   | <b><u>Desired Outcome</u></b><br>(EXAMPLES:)  | <b><u>Data Source, Periodicity, Next Update</u></b><br>(EXAMPLES:)   |
|--|---|--|---|--|
| 4. To develop and sustain partnerships/networks with other organizations, agencies, and parent centers (e.g. schools, school districts, PTAs national coalition of Title I schools etc.) | <p>4.1 There will be an increase in the number and types of partnerships/networks that the PIRC identifies, develops and sustains with other organizations, agencies and parent centers.</p> <p>4.2 The number of collaborative efforts jointly undertaken by the PIRC and partners will increase.</p> <p>4.3 Other</p> | <p>4.1 In 1999, the PIRC will identify the number and types of partnerships/ networks with other organizations, agencies and parent centers.</p> <p>4.2 In 1999, 50 collaborative efforts will be undertaken by the PIRC and partners.</p> | <p>4.1 In 2000, the PIRC will identify, develop and sustain an increased number and various types of partnerships/networks with other organizations, agencies and parent centers.</p> <p>4.2 In 2000, 60 collaborative efforts will be jointly undertaken by the PIRC and partners.</p> | <p>4.1 List of organizations participating in partnerships and networks</p> <p>4.2 List of partners and the type of parenting activities jointly developed and implemented</p> |